Teaching Techniques and Methodology Practice Test 7

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Brainstorming Rules and Foundations

Q1. A teacher asks her class to suggest as many uses for an empty plastic bottle as they can in ten minutes, and says that no one should comment on any idea yet. Which brainstorming rule is she applying first?

(A) Immediate selection of the best idea
(B) Deferment of judgement
(C) Restriction to practical ideas only
(D) Voting on each idea as it is given

Q2. During a brainstorming session, a teacher praises the class for producing 42 ideas rather than for producing three excellent ones. Which principle is she following?

(A) Quality must come before quantity
(B) Only original ideas should be counted
(C) Ideas should be ranked during generation
(D) Quantity breeds quality

Q3. A student suggests holding the school fair on the moon. The teacher smiles, thanks him, and writes the idea on the board without comment. This response best illustrates:

(A) Freewheeling
(B) Critical evaluation
(C) Guided discussion
(D) Individual assignment

Q4. One student suggests a school garden, and another says, 'We could combine that with the rainwater idea and grow vegetables with collected water.' This is an example of:

(A) Rejection of the first idea in favour of the second one
(B) A debate about the better idea
(C) Combination and improvement of ideas
(D) A summary of the session

Q5. A teacher stops after every suggestion to say whether it is good or bad. What is wrong with this approach?

(A) It wastes time by writing ideas down instead of discussing them
(B) It gives students too much choice
(C) It makes the problem too clear for students to think about
(D) It breaks the rule of deferring judgement

Q6. The main purpose of the idea-generation phase of brainstorming is to:

(A) Produce a large number of ideas in a short time
(B) Choose the single correct answer before hearing other suggestions
(C) Test students on previous learning
(D) Assign homework to the class

Q7. Why is criticism banned during brainstorming?

(A) Criticism takes too long to explain
(B) Students cannot understand criticism
(C) Fear of criticism blocks creative thinking
(D) Criticism is only allowed in writing after the lesson has ended

Q8. A teacher gives the class eight minutes to brainstorm and announces the time limit in advance. The time limit mainly helps by:

(A) Guaranteeing that the best idea wins without any later evaluation
(B) Keeping energy focused and preventing drift
(C) Reducing the number of ideas needed
(D) Replacing the need for a problem statement

Q9. Two classes brainstorm the same problem. Class A produces 38 ideas and Class B produces 9 ideas. At the generation stage alone, which session has been more successful?

(A) Class B, because fewer ideas are easier to judge
(B) Neither, because quality is judged at this stage
(C) Class A, because it generated more ideas
(D) Class B, because its ideas must be better

Q10. A wild idea is welcomed during brainstorming but may be set aside during evaluation. This shows that:

(A) Wild ideas are always adopted unchanged as the final choice
(B) Acceptance during generation does not guarantee selection later
(C) Evaluation should never reject an idea
(D) Brainstorming has no evaluation stage

Q11. A teacher writes every suggestion on the board exactly as the student said it, without shortening or correcting it. This practice is important because:

(A) It saves the teacher from thinking about the problem herself
(B) It prevents any idea from being chosen
(C) It makes the board look untidy on purpose
(D) Students see that their ideas are valued as given

Q12. A student combines a classmate's idea about a reading corner with another idea about older students helping younger ones, proposing older students read to younger ones in the corner. This is best described as:

(A) Building on the ideas of others
(B) Copying another student's work
(C) Ending the brainstorming session
(D) Choosing the winning idea

Q13. The term 'hitchhiking' in brainstorming means:

(A) Using one person's idea as a starting point for a new idea
(B) Leaving the session early
(C) Travelling to another classroom
(D) Asking the teacher for the answer

Q14. A teacher begins a session by saying, 'There are no silly ideas here, and every idea will be written down.' She is mainly trying to create:

(A) A competition between groups
(B) A test of general knowledge
(C) A safe climate for free contribution
(D) A formal debate on school policy with opposing sides

Q15. During idea generation, a teacher asks a student, 'But how would that actually work, and what would it cost?' What should she have done instead?

(A) Asked the question more loudly so the whole class could hear it
(B) Deferred such questions until the evaluation stage
(C) Removed the idea from the board
(D) Asked another student to answer at once

Q16. A teacher counts the ideas produced and praises the total, without commenting on which ideas are best. At this stage this is:

(A) Incorrect, because she should rank ideas now
(B) Incorrect, because counting discourages students
(C) Correct only if the ideas are practical
(D) Correct, because quality is judged later

Q17. A brainstorming session opens with the clear question, 'How can we reduce litter in our school?' A clear problem statement matters mainly because it:

(A) Gives students the final answer
(B) Shortens the lesson for the teacher
(C) Prevents students from speaking freely
(D) Focuses all ideas on one shared problem

Q18. Before the main problem, a teacher runs a two-minute fun brainstorm on uses for a paperclip. This warm-up is useful mainly to:

(A) Test students' knowledge of paperclips
(B) Practise the rules in a low-pressure task
(C) Select the best students for the main task
(D) Fill time before the lesson starts

Q19. Which rule best protects a quiet student whose idea differs from the majority?

(A) No criticism during idea generation
(B) Voting immediately on every idea
(C) Only the teacher may record ideas
(D) Ideas must be practical from the start

Q20. A teacher tells the class, 'Do not worry about whether an idea will work yet; just give us as many as you can.' She is emphasising:

(A) Careful planning and checking before speaking at all
(B) Silent individual work
(C) Quantity and freewheeling over immediate practicality
(D) Choosing one idea per student

The Teacher's Role and Managing the Session

Q21. During brainstorming, the teacher's main role is that of a:

(A) Lecturer who supplies the answers
(B) Examiner who marks each idea as it is offered
(C) Facilitator who guides the process
(D) Spectator who leaves the room

Q22. As recorder, the teacher should:

(A) Write ideas where everyone can see them
(B) Write ideas in a private notebook only for the teacher's own use
(C) Rewrite ideas in her own words at once
(D) Record only the ideas she agrees with

Q23. A teacher rephrases a student's idea so much that its meaning changes. This is a fault because:

(A) Rephrasing always saves time and keeps the board tidy
(B) Students prefer the teacher's wording
(C) The board becomes too full
(D) The record no longer reflects the student's thinking

Q24. A shy student has not spoken. The best response from the teacher is to:

(A) Demand an idea from her before the session is allowed to continue
(B) Invite her gently without forcing her to speak
(C) Ignore her so she is not embarrassed
(D) Ask her to leave the brainstorming group

Q25. One confident student is giving most of the ideas while others fall silent. The teacher should:

(A) Praise him warmly and let him continue on his own
(B) Thank him and invite contributions from others
(C) Stop the session at once
(D) Remove him from the class

Q26. A student laughs at a classmate's suggestion during brainstorming. The teacher should:

(A) Join in the laughter to keep the mood light and relaxed
(B) Delete the laughed-at idea from the board
(C) Intervene at once and restate the no-criticism rule
(D) Punish the whole class after the lesson

Q27. During generation, the teacher herself says, 'That would never work.' This is a mistake because:

(A) The teacher has judged an idea too early
(B) Teachers should never speak during brainstorming
(C) The idea was too unusual to record
(D) Students should judge the teacher's ideas

Q28. When ideas slow down, the most helpful teacher move is to:

(A) End the session immediately and move on to written work
(B) Give the class the best answer
(C) Start marking the ideas already given
(D) Prompt with an open question such as, 'What else? From a different angle?'

Q29. A student criticises his own idea, saying, 'This is stupid, forget it.' The teacher should:

(A) Agree with him and cross the idea out at once
(B) Tell him not to speak again
(C) Ask the class to vote on his idea
(D) Encourage him to let the idea be recorded anyway

Q30. Two students begin arguing about an idea during generation. The best teacher response is to:

(A) Defer the debate to the evaluation stage and record the idea
(B) Let the argument continue until one student wins the point
(C) Declare one student correct at once
(D) Cancel the brainstorming session

Q31. A teacher notices that students cannot see the list because it is written in a small notebook. She should:

(A) Read the list aloud once at the end of the lesson
(B) Ask students to remember the ideas
(C) Move the record to the board where all can see it
(D) Stop recording ideas altogether

Q32. During brainstorming, the teacher remains neutral and does not praise one idea more warmly than others. This neutrality matters because:

(A) Students dislike praise during group work of this kind
(B) Visible preference acts as early judgement
(C) Neutrality shortens the session
(D) Praise is forbidden in all teaching

Q33. A group has gone quiet, but the time for generation is not over. The teacher gives a new angle: 'What if we reversed the usual way of doing this?' This is best described as:

(A) A prompt to restart thinking, not an answer
(B) A criticism of the group's ideas so far in the session
(C) The evaluation of the session
(D) An assignment for homework

Q34. A teacher adds an idea of her own only after the class has struggled for some time and she adds it without emphasis. This is acceptable because:

(A) Teachers must always add the first idea
(B) Her ideas count more than students' ideas
(C) Students should not add ideas after the teacher
(D) She contributes without dominating the session

Q35. At the end of the generation time, the teacher should:

(A) Immediately announce the winning idea herself without discussion
(B) Thank the class and move clearly into evaluation
(C) Erase the board before anyone can read it
(D) Give the same problem as homework again

Q36. A student offers an idea after the list is closed but before evaluation has begun. The reasonable response is to:

(A) Refuse it outright because the generation time has ended
(B) Punish the student for lateness
(C) Add it, since evaluation has not yet started
(D) Use it only if the teacher agrees with it

Q37. A teacher summarises and selects the best ideas while students are still generating new ones. This is poor practice because:

(A) Summaries are never useful in any kind of lesson
(B) Students should summarise, not the teacher
(C) It mixes evaluation into the generation stage
(D) Selection must be done by voting only

Q38. In a large class, the teacher splits students into small groups to brainstorm, then asks each group to share its list. This arrangement mainly helps by:

(A) Reducing the total number of ideas produced by the class
(B) Giving more students a chance to contribute
(C) Making evaluation unnecessary
(D) Allowing the teacher to leave the room

Q39. A teacher records a repeated idea a second time in full. The better practice is to:

(A) Praise the student warmly for repeating an earlier idea
(B) Delete both versions of the idea
(C) Count it as two separate ideas
(D) Note that it has already been given and keep one clear record

Q40. The teacher's tone during brainstorming should be:

(A) Encouraging and neutral towards all ideas
(B) Strict and critical of weak ideas
(C) Silent throughout the whole session without prompting
(D) Focused only on the fastest students

Brainstorming versus Discussion, Evaluation and Suitability

Q41. The key difference between brainstorming and discussion is that:

(A) Discussion produces no ideas at all from students
(B) Brainstorming separates idea generation from evaluation, while discussion evaluates as it goes
(C) Brainstorming allows only one speaker
(D) Discussion never reaches a conclusion

Q42. In a discussion lesson, students examine, question, and defend ideas from the start. In brainstorming, this examining is:

(A) Postponed until after generation
(B) Forbidden at every stage of the lesson
(C) Done only by the teacher
(D) Replaced by silent writing

Q43. After generation, the first useful step in evaluation is usually to:

(A) Vote for the funniest idea suggested by the class
(B) Erase all impractical ideas at once
(C) Group similar ideas into categories
(D) Ask the teacher to choose alone

Q44. When judging brainstormed ideas, the class should first agree on criteria such as:

(A) Which student suggested each idea in the first place
(B) How funny each idea sounds
(C) How quickly each idea was given
(D) Feasibility, cost, and relevance to the problem

Q45. After grouping ideas, a class ranks them by how well each meets the agreed criteria. This step is best described as:

(A) A new brainstorming session on a different problem
(B) A punishment for weak ideas
(C) A test of memory
(D) Evaluation of the generated ideas

Q46. A wild idea is set aside during evaluation but its unusual angle later inspires a practical plan. This shows that wild ideas:

(A) Must always be adopted unchanged by the class
(B) Are a waste of brainstorming time
(C) Should not be discarded without thought
(D) Should be hidden from the class

Q47. A brainstorming session ends with a long list but no decision and no action. The main failure is in:

(A) Idea generation
(B) Follow-up
(C) The problem statement
(D) The seating plan

Q48. Good follow-up after brainstorming includes:

(A) Turning the chosen idea into an action plan with responsibilities
(B) Filing the list away and never mentioning it again in class
(C) Repeating the same brainstorming next week
(D) Asking students to forget the rejected ideas

Q49. Evaluating ideas together as a class, rather than the teacher choosing alone, mainly benefits students by:

(A) Building ownership of the final decision
(B) Making the decision faster in every case for the teacher
(C) Removing the need for criteria
(D) Guaranteeing the cheapest idea wins

Q50. Brainstorming is LEAST suitable for a lesson whose goal is:

(A) Finding ways to improve the school library over the term
(B) Generating story ideas for creative writing
(C) Suggesting solutions to a local problem
(D) Recalling one fixed fact, such as a multiplication answer

Q51. Which topic is most suitable for brainstorming?

(A) What is 7 x 8?
(B) What is the capital of France?
(C) How can we make our classroom more welcoming?
(D) Which formula gives the area of a circle?

Q52. For young children, brainstorming works best when the topic is:

(A) Abstract and unfamiliar, with a long session
(B) Concrete and familiar, with a short session
(C) A formal debate on policy
(D) A silent written test

Q53. For older students, brainstorming can handle:

(A) Only topics they have already memorised in detail
(B) Only one idea per student
(C) More abstract and complex problems over a longer session
(D) No evaluation at all

Q54. A teacher needs a class decision on a safety procedure, such as the fire-drill route, which must follow set rules. Brainstorming new routes in this case is:

(A) Unsuitable, because safety procedures must be followed, not invented
(B) Ideal, because all ideas are welcome in brainstorming
(C) Suitable only if students vote
(D) Suitable only for older students

Q55. Brainstorming differs from debate mainly because debate:

(A) Produces no ideas from the students at all
(B) Forbids all speaking
(C) Has no conclusion
(D) Requires students to defend a position against opposition

Q56. Evaluation criteria should be agreed:

(A) Only after the winner has already been announced
(B) Before judging begins, not after a favourite has emerged
(C) By the teacher in secret
(D) After the follow-up is complete

Q57. A teacher reviews a brainstorming session by asking who contributed, whether the rules were kept, and whether follow-up happened. This review is useful because it:

(A) Proves that brainstorming always works in every lesson
(B) Improves future sessions and checks that action followed
(C) Replaces the need for evaluation
(D) Punishes students who were quiet

Q58. Anonymous idea slips can help brainstorming when:

(A) The class has produced too many good ideas to record
(B) The teacher wants to end the session early
(C) The topic has a single correct answer
(D) Some students are too shy to speak in front of the class

Q59. A brainstorming session on an open problem lasts a whole week with no evaluation. The main problem is:

(A) The session has lost focus and momentum
(B) Brainstorming always needs a week
(C) Students have produced too few ideas during the week
(D) The problem was too clear

Q60. At the end of a successful brainstorming unit, students should be able to say:

(A) We produced ideas that were never discussed again afterwards
(B) We learned the teacher's favourite idea
(C) We generated ideas, judged them fairly, and acted on the chosen one
(D) We avoided all disagreement

Answer Key

Q1: B	Q11: D	Q21: C	Q31: C	Q41: B	Q51: C
Q2: D	Q12: A	Q22: A	Q32: B	Q42: A	Q52: B
Q3: A	Q13: A	Q23: D	Q33: A	Q43: C	Q53: C
Q4: C	Q14: C	Q24: B	Q34: D	Q44: D	Q54: A
Q5: D	Q15: B	Q25: B	Q35: B	Q45: D	Q55: D
Q6: A	Q16: D	Q26: C	Q36: C	Q46: C	Q56: B
Q7: C	Q17: D	Q27: A	Q37: C	Q47: B	Q57: B
Q8: B	Q18: B	Q28: D	Q38: B	Q48: A	Q58: D
Q9: C	Q19: A	Q29: D	Q39: D	Q49: A	Q59: A
Q10: B	Q20: C	Q30: A	Q40: A	Q50: D	Q60: C

Worked explanations for all 60 questions:
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